

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mrs. Melissa Crosby

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Fields Store Elementary School

(As it should appear in the official records)

School Mailing Address 31670 Giboney Road

(If address is P.O. Box, also include street address.)

City Waller                      State TX                      Zip Code+4 (9 digits total) 77484-9813

County Waller County                      State School Code Number\* 237904106

Telephone 936-931-4050                      Fax 936-372-4100

Web site/URL http://fse.wallerisd.schoolfusion.us/    E-mail mcrosby@wallerisd.net

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Danny Twardowski                      E-mail: dtwardow@wallerisd.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Waller ISD                      Tel. 936-931-3685

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. David Kaminski  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 8 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	21	30	51
K	60	72	132
1	64	62	126
2	52	51	103
3	41	60	101
4	43	57	100
5	32	42	74
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	313	374	687

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 40 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 57 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 24%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	78
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	72
(3) Total of all transferred students [sum of rows (1) and (2)]	150
(4) Total number of students in the school as of October 1	625
(5) Total transferred students in row (3) divided by total students in row (4)	0.240
(6) Amount in row (5) multiplied by 100	24

7. English Language Learners (ELL) in the school: 28 %  
188 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish  
Urdu
8. Students eligible for free/reduced-priced meals: 56 %  
 Total number students who qualify: 383

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 9 %  
65 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                         |   |
|-------------------------|---|
| 4 Autism                | 2 Orthopedic Impairment                 |
| 0 Deafness              | 6 Other Health Impaired                 |
| 0 Deaf-Blindness        | 8 Specific Learning Disability          |
| 1 Emotional Disturbance | 26 Speech or Language Impairment        |
| 2 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 13 Mental Retardation   | 3 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes\_                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Fields Store Elementary has a long-standing reputation for doing “whatever it takes” for student success. Our staff focuses on the mantra of doing what is best for kids; innovative practices and unwavering dedication to the common goal are the result. The mission of Fields Store Elementary is to provide students with the necessary skills and love for learning to be life-long learners and successfully compete in the twenty-first century workplace. With the ultimate goal of high school graduation in mind, teachers work tirelessly to provide opportunities for students to develop intellectually, physically, and socially.

Our school occupies the corner of a country road intersecting with a farm to market roadway. This rural setting in the north end of Waller Independent School District sets the campus apart in many ways. The campus is distanced from the central area of the city of Waller. Fields Store Elementary is located in the community of Fields Store and serves as the central location for various activities, both school and community related. The setting enables the student body to be set apart from others in our area providing space for student-managed flowerbeds and gardens, birdhouses, natural bullfrog habitats, and a tortoise sanctuary. Playground equipment purchased through a grant partnership with the local electric company and various sports fields provide options for student play, encouraging physical and social development. Outside academic areas include picnic tables under trees and bleachers in our sports field area. All of these amenities allow for hands-on life experiences, adding depth and richness to academics at Fields Store Elementary.

Fields Store Elementary serves 685 students in grades pre-kindergarten through fifth grade. With 40% of students being Hispanic and 56% of the total student body being economically disadvantaged, the campus strives to celebrate diverse cultures and support students through building strong foundations for excellence. Our high mobility rate creates a focus on data collection and individualizing instruction to meet the needs of learners from a wide array of background experiences. The campus supports two centralized classrooms for students with disabilities for all attendance zones, adding further to the diversity and richness of the school. The desire to maximize every instructional minute is felt all around the campus and is critical in developing students to their full potential.

Since its opening in 2002, our students have performed above state minimum standards nine of ten years, receiving Gold Performance Acknowledgements from the state for commended performance twelve times, and for comparable improvement four times. Fields Store Elementary achieved Met Standard (the highest level of performance criteria) and received two Distinction Designations from the state for its 2013 assessment performance under the new state accountability system.

Campus traditions provide events and opportunities for students, their families, and the community. A strong Parent Teacher Organization and community partnerships are integral to providing our largest annual event, Breakfast with Santa, bringing holiday experiences to our students and families. The annual Hispanic Heritage Celebration honors cultural diversity on our campus. Numerous events have become a part of each school year to honor our families: Muffins with Mom, Donuts with Dad, and Grandparent’s Day Luncheon. The PTO partnership incorporates birthday surprises for teachers to compliment the campus tradition of singing to students and staff at the ‘big clock’ located in the campus foyer. Campus administrators organize Our Teachers Rock events on a monthly basis to celebrate the dedication of staff. Graduation Walks by the senior class each spring recognize graduates and honor elementary teachers, as the seniors move through the campus in their caps and gowns to the cheers of students celebrating their accomplishments. The high staff retention rate at Fields Store Elementary is a result of the commitment to students and the community they serve, establishing a tradition of excellence.

Leadership is found throughout the campus. Fields Store Elementary Student Council leads food drives, Pennies for Patients campaigns, and assists in a variety of other community support activities. Student Council has received national recognition on three occasions. Teacher leaders engage in grant writing, serve on district curriculum teams, and provide support and resources to neighboring districts. Staff members lead adult English as a second language classes and provide child care for attending parents.

Our rural setting drives the use of technology such as Skype, Twitter, Edmodo, Remind101, and televised feed to connect students, teachers, parents, and the community to each other and our campus. As a result of teacher grant writing, each student in fifth grade utilizes a school-issued device to access a multitude of technology programs to facilitate learning. Teachers reach out to others and share ideas via multi-media resources, keeping our country school on the cutting edge of instructional practices, advancing student achievement year-after-year, and developing Fields Store Elementary into a high achieving campus representative of Blue Ribbon performance standards.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

All Texas students are required to be assessed in grades 3 through High School End of Course. The State of Texas Assessments in Academic Readiness (STAAR) assesses students in reading and math in grades 3 through 5 in the spring. This assessment measures how well students acquire the grade level skills and knowledge based on the Texas Essential Knowledge and Skills. The state has implemented a phase-in process for the STAAR assessment, introduced in 2012. We are currently expected to stay in Phase-in I for STAAR in 2014. Students receive a numerical score and achieve one of the three performance levels: Level I-Unsatisfactory, Level II-Satisfactory, or Level III-Advanced.

Overall campus data is collected, and the campus is determined to have Met Standard or Not Met Standard by the state. The state also awards Distinction Designations for Academic Achievement in Reading, Academic Achievement in Math, and Top 25% in Student Growth. Our campus Met Standard for 2013 and received two Distinction Designations: Academic Achievement in Reading and Top 25% in Student Growth. Fields Store Elementary expects that all students reach satisfactory or advanced achievement. As a faculty, we set high teaching expectations for ourselves and high achievement standards for our students. Through this practice, performance achievements have continued to increase.

Campus performance has been on an upward trend and has steadily increased over the last five years. There are many contributing factors that play a part in our school's success. First and foremost, we keep our philosophy the same; we do what is best for the kids. The state assessment data tables reveal that performance results have been above 90%, with few exceptions. In 2012, fifth grade earned 88% passing rate in the "all students" category in reading. The following year, the passing rate increased by ten percentage points. The same is true in the 2013 fifth grade math scores, gaining nine percentage points in the overall passing rate.

Subgroup populations saw an increase in the passing rate for the Economically Disadvantaged group from 2012 to 2013 with scores increasing from 71% to 86% in third grade math. In addition, there was also a significant increase the same year in our white population of students with scores rising from 83% to 95%. In the 2013 testing year, the English language learner group performed below the all students group by 16%. This achievement gap was addressed by provisions for additional instructional support personnel, purposeful enrollment in afterschool programs, and curriculum review.

Another significant gain occurred from 2012-2013 with the Hispanic subgroup in fifth grade math. Scores increased from 86% to 100%. Credit for these gains is attributed to numerous additions to our campus. Our district was awarded a technology grant that allowed each fifth grader to have use of a personal electronic device with monitored internet access. With this added technology, students were able to view lessons previously recorded by their teachers, as well as view instructional videos posted by our fifth grade team. This flipped model of instruction allowed students to go back and view concepts previously taught. It also gave parents an opportunity to become involved in their child's education by reviewing instructional videos and assisting with homework. The grant has provided technology to students who normally would not have internet access due to our rural community. Credit can also be given to our ACE program for academic gains. In the after school program, struggling students were targeted and helped in small group settings by campus teachers before and after school. Students received academic content through project-based activities and participated in enrichment programs.

Reflecting on the last five years, the value added to students is the direct result of structured and focused interventions throughout the day. As a Title I Campus, we have supplemental staff specializing in reading and math. These interventionists see students throughout the day and work on areas of weakness as shown by data. Another opportunity for intervention is built into the end of the school day. We utilize every staff member in an all-hands-on-deck approach to interventions at this time and engage every student in either remediation or enrichment. Interventions are data driven, as well with the teachers having ownership and ultimately organizing this portion of interventions. Teachers typically keep seven to ten students for tutoring

and the remaining students are sent to designated areas throughout the campus for targeted interventions or enrichment activities for forty minutes. The ACE program has become an integral part of campus intervention by serving as an extension to our academic school day. ACE teachers and classroom teachers collaborate and work closely together to provide interventions and monitor student progress.

District and campus alignment is critical. As a campus, our Kindergarten through fifth grade teachers meet once a week to discuss vertical alignment. At these meetings, teachers share lessons and data. Employing practices learned from the Margaret Kilgo Training, teachers align instruction from Kindergarten through fifth grade. Teachers also participate in alignment across campuses in district meetings twice a semester, minimally.

## **2. Using Assessment Results:**

The desire to achieve educational excellence is the driving force to continually improve student and school performance. Fields Store Elementary is committed to the use of data analysis to monitor students' growth and to evaluate the school's instruction and curriculum. Administrative and teacher teams evaluate the data weekly throughout the year with the goal of improving instruction and accelerating student achievement campus-wide.

Our campus implements the Kilgo Data Driven Decisions Process. This is a researched-based program focused on the relationship between the state curriculum, the Texas Essential Knowledge and Skills or TEKS, and STAAR, our state assessment for Grades 3 through the High School End of Course exams. All teachers receive ongoing training to identify the gaps in the instructional programs and to improve their understanding of curriculum. Longitudinal data is also used for measuring individual growth, identifying value-added trends, and creating individual goals.

Universal screeners are used at the beginning, middle, and end of the school year to help identify our at-risk students, measure the effectiveness of our Tier I curriculum and instruction, and finally to measure growth in our students, classrooms, and campus. Strengths and weaknesses are analyzed across the curriculum and grade levels. Trends are identified and used to create individual growth plans, improve classroom Tier I instruction, and close achievement gaps across all student groups. The curriculum and programs used are constantly monitored by the overall growth of our students to determine their effectiveness and the need to continue or discontinue their use.

Throughout the year, a comprehensive look at data is used to make decisions about instruction. The data sources include STAAR assessment results, Curriculum Based Assessments, district wide benchmarks, DRA (Developmental Reading Assessment), running records, and teacher observations. The findings are analyzed by teachers, instructional facilitators, and administrators to address individual student deficiencies and to differentiate instruction. Students look at their own data to monitor growth and set goals. Our focus is to recognize areas of mastery and re-adjust curriculum to student needs.

In addition to the data sources previously discussed, we also use computer programs to gather data on our students' individualized needs. These programs are also available to provide targeted interventions as appropriate for each student. Ultimately, all data sources drive our curriculum, instruction, targeted interventions, and enrichment groups for all children allowing every child's individual needs to be met.

Our parents are informed about the progress of their students by individual student reports sent home every six weeks, growth reports sent out three times a year, end of year STAAR data reports, and phone/individual conferences. Parents have an available on-line gradebook which allows them to review their child's grades and attendance. The community is made aware of progress and performance through our district website, open school board and district site-based committee meetings, our area Chamber of Commerce, and various media sources. In addition to providing state reports, data is broken down and presented in user-friendly formats to aid in understanding.

### **3. Sharing Lessons Learned:**

Fields Store Elementary is a campus that keeps its doors wide open; where staff shares both successes and failures. We believe we can learn as much from the failures, as we do from the success. We are known as risk-takers in education to improve student learning.

Our teachers attend professional development and return to campus to present to fellow staff, lead district-wide book studies, and commonly share ideas and experiences during horizontal meetings. Staff members have presented successful instructional strategies and creative teaching ideas at numerous conferences and audience types; including Conference for the Advancement of Science Teachers, Conference for the Advancement of Math Teachers, the Texas Computer Education Association, the International Society for Technology in Education, and the Region IV Educational Service Center. One teacher has lead several webinars with Education Week and Sophia.org to discuss classroom strategies. Our teachers meet virtually with other experts in the field via Skype and Google Hangouts. Two teachers from Fields Store Elementary partnered with a third teacher from our district to conduct podcast interviews. This group, Edu All-Stars, interviews difference makers in education, including the Secretary of Education Arne Duncan in the fall of 2013. These teachers brought questions submitted by students straight to a national leader in education.

In addition to reaching out and sharing ideas at conferences and through webinars, Fields Store Elementary has also shared many of its successes with different groups of teachers who have come to visit in person. Teachers from within our own district, as well as from different schools all across Texas, have the opportunity to learn and grow with our leaders. Teachers have come to learn about technology in the classroom, flipped classroom practices, inquiry-based science, and the project based learning model. As part of our state accountability system, Fields Store Elementary is placed in a comparison group of forty schools. One of these schools in a neighboring district visited the campus to learn about intervention models, instructional practices, and master scheduling. Our administrators shared documents, ideas, and experiences.

The teachers of Fields Store Elementary have gladly opened their classroom doors to others because they know that in education, when we share, we all grow. For Fields Store Elementary, each interaction is not only an opportunity give; our staff learns and grows as well by brainstorming, gaining ideas, and learning about new practices.

### **4. Engaging Families and Community:**

Fields Store Elementary strives to support accessibility, a positive atmosphere, and a warm and inviting environment for all families and community members.

To make information accessible to all parents, we provide all school communication in English and Spanish. Everyone who calls or enters our school is greeted by a bilingual receptionist. In addition, we have numerous bilingual staff members including our assistant principal, campus secretary, instructional facilitator, and several teachers/aides. Our campus offers evening ESL classes for parents wanting to learn English through our Adult Education Program. We host a Hispanic Heritage Celebration that includes a potluck dinner and performances by our students.

Fields Store Elementary has phenomenal parental involvement through our PTO (Parent Teacher Organization), which funds many field trips and organizes and/or assists with evening Book Fair, Field Day, Kindergarten Rodeo Day, Family Movie/Game/Fitness Nights, and Breakfast with Santa. We strive to keep parents informed through our call-out system, Remind101 communications, and Did You Know weekly bulletin. To foster communication and interaction between staff and parents, we host a Meet the Teacher night and hold fall parent conferences. Additional opportunities for parental involvement include Math Fair, Science Night, music programs, Bilingual and English Spelling Bee, 5th Grade Track Meet, Bulldog Races, Hoops for Heart, Holiday Run, Donuts with Dad, Muffins with Mom, and Grandparent's Day.

Through district programs like Eduphoria AWARE and Skyward, we can easily assess student needs for academic and enrichment intervention programs. Our newsletters, website, interactive calendars, and school

gradebooks enable parents to observe and be involved in their child's education. Fields Store Elementary initiated the use of Edmodo in our district as an engagement tool, which keeps families directly involved in their child's education.

As a Title I school, our campus works with the community to provide resources that will enable each child to succeed. We work hand-in-hand with community businesses, churches, and other organizations. One example of this is our Backpack Buddies Club that provides families in need with nutritious, child-friendly, easy to prepare foods for our children to take home on weekends and before holiday vacations. Local churches also provide school supplies for economically disadvantaged students, as well as some teacher supplies. Our family center on campus is a place where parents can volunteer and utilize technology to review their student's information (grades, attendance, lunch balances).

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

At Fields Store Elementary, our curriculum and instruction models vary as we are committed to serving our students and addressing student needs on a case-by-case basis. Our school strives to meet the needs of our students, parents, and the community by utilizing a collaborative learning environment. The teachers at Fields Store Elementary engage in grade-level and vertical planning groups quarterly to ensure our TEKS-based district curriculum builds from one grade level to the next. Each classroom is equipped with a SMART Board and teachers are trained each year on how best to incorporate SMART technology in their classrooms, creating a 21st century learning environment.

Our staff holds the belief that reading is the key to knowledge across all content areas. We also believe that leaders are readers and strive to develop a life-long love for reading. With these ideals in mind, we use a variety of teaching methods to develop phonemic awareness, phonics, vocabulary, fluency, and comprehension. Each classroom is a dynamic learning environment using many different programs to encourage learning. In our primary reading/language arts classrooms, teachers utilize techniques acquired through the Neuhaus Reading Readiness and the Neuhaus Language Enrichment programs to build a strong foundation of reading. The upper grade-level classrooms use Texas Treasures anthologies, authentic text, poetry, and literature to support the curriculum. Teachers consistently endorse the need to read, write, listen, and speak effectively. Students express themselves in the language of English, as well as their native language when transitioning to an all English classroom.

Our math curriculum focuses on hands-on instruction using advanced technology to offer highly innovative lessons to our students. Teachers spiral learning objectives throughout their math lessons to remediate as well as accelerate classroom teaching. Students of all grade levels have the opportunity to use math manipulatives, charts, graphs, computers, and personal electronic devices to enhance learning. Our math classrooms prepare students to become successful problem solvers who master critical thinking skills.

The goal of our science program at Fields Store Elementary is to offer real world learning experiences that support the learning objectives. Our campus has four vegetable-yielding gardens, attracting migratory insects and animals. Students are taught in a technology rich classroom and in an outdoor learning environment. When it comes to our science programs, all stakeholders participate: teachers, students, parents, and community members. Local county extension agents volunteer to provide authentic learning environments for our students. Each year, the county provides incubators for our chicken-to-egg projects. As well, local and county agriculture-related businesses invite fourth graders in the county to attend Ag Day, a celebration of farming and ranching activities common to our community. The visits allow students to connect classroom science activities with real world experiences that enhance learning.

Critical thinking and literacy skills that are nurtured and developed in our core subject classrooms are reinforced in our social studies classes. Collaboratively, teachers work to help students develop a deeper understanding of the content offered in other subject areas. To foster a connection with our community, a variety of people visit campus: firefighters, police officers, authors, college students, and teachers. Our school urges students to look toward their future and prepare for college and careers through these visits.

Students in need of academic acceleration are involved in our Gifted and Talented program and after school learning activities. Students can take part in a variety of after school enrichment activities such as arts and crafts, dance, martial arts, archery, and computer programming. Students in need of academic remediation are offered assistance during and after the school day using a variety of different programs and instructional practices.

Students at Fields Store Elementary participate in music, technology, physical education, and art programs. Through the music education class, grade levels participate in a variety of musical performances each school year. Students in the technology classroom learn to use various computer programs and explore programming. Our physical education classroom is active with enrichment activities including The First

Tee, Jump Rope for Heart, and Hoops for Heart. Our special area classrooms enable students to creatively express themselves while seeing real-world opportunities for personal growth, helping to develop well-rounded students with a firm understanding of how they can contribute to the community.

## **2. Reading/English:**

Fields Store Elementary has adopted a multitude of research-based curriculum programs and teaching strategies in order to meet the diversified needs of our student body and maximize achievement in the areas of reading/language arts. We strive to develop strong readers that thoroughly understand the conventions of the English language. Our teachers educate students on the variety of reading opportunities in their environment in order to promote reading as a mechanism for interacting with the world around them.

The reading/language arts curriculum includes components from Neuhaus Reading Readiness, Neuhaus Language Enrichment, Reading A-Z, Texas Treasures, Neuhaus Multisensory Grammar, Lucy Calkins, Empowering Writers, The Writing Academy, and teacher created supplemental resources. Reading/language arts lessons are orchestrated to ensure that all concepts are presented in a cohesive, meaningful, and multisensory format. In prekindergarten through second grade, the reading/language arts instructional block encompasses oral language, phonics, word study, shared reading, guided reading, independent reading, grammar, and writing. Foundational concepts are introduced explicitly during whole group lessons and skills are practiced during small group instruction, technology games, and independent literacy centers. The Reader's and Writer's Workshop framework enables primary teachers to provide students with authentic reading and writing experiences that focus on the strengths and needs of each individual student. In third through fifth grade, teachers seek to transform students from "reading the lines" to "reading in between the lines" and "reading beyond the lines". Instruction is tailored to nurture student's foundational skills and create opportunities for students to ask questions, express opinions, and challenge the text.

Informal and formal assessments are utilized to gauge student mastery and drive instruction. As a district, we administer universal screeners, developmental reading assessments, and curriculum based assessments and benchmarks to help determine which students are performing below, at, or above their current grade level expectation. Progress monitoring and evaluation of student performance data enables us to ensure that our reading/language arts instruction is student centered.

Leveled Literacy Intervention, before and after school tutoring, and computer based programs such as iStation, DynEd, and Study Island are provided for students in need of remediation. Bilingual and ESL teachers provide instructional support to assist students in transitioning from their native language to English. Incentive based reading programs such as Accelerated Reader, Book It, and Elves and More help foster independent reading.

## **3. Mathematics:**

Fields Store Elementary utilizes a variety of resources and instructional methods in order to address the mathematics learning standards and meet the wide-ranging needs of our students. We understand that all students obtain knowledge in different ways and not one program or teaching approach will service their varied needs. In mathematics, our mission is to develop a solid foundation of fundamental skills and mold critical thinkers and problem solvers.

Our math curriculum is a compilation of research-based programs and teacher created supplemental materials. As a district, a scope and sequence document was created to help organize the teaching of each objective. Mathematical concepts are presented in a multi-sensory fashion through the use of literature, hands-on exploration, and technology. Mathematics lessons are thoughtfully designed to provide students with repeated exposure to concepts in a highly engaging, interactive format. In pre-kindergarten through second grade skills are practiced and reinforced extensively through the use of technology games and activity centers. In third through fifth grade the use of project-based learning enables students to work together to apply the mathematics skills they have acquired in order to solve meaningful problems while promoting communication, creativity, and leadership. This student-centered approach to mathematics

instruction fosters deeper conceptual understanding and allows students to be a driving force in their own education.

Teachers utilize both informal and formal assessments to monitor student progress and guide instruction. As a district, we administer universal screeners, curriculum based assessments, and benchmarks that help us evaluate each student's specific strengths and weaknesses. Continuous monitoring and evaluation of data helps us to ensure that all student academic needs are properly addressed.

Administrators, classroom teachers, interventionists, and support personnel work together to promote student achievement and help extend the application of mathematics knowledge. Daily interventions, before and after school tutoring, and computer based programs, such as Study Island and Think Through Math, are provided for those students that need additional support and remediation. Gifted and Talented learners aid in the facilitation of peer tutoring partnerships and participate in an enrichment-focused independent study program.

#### **4. Additional Curriculum Area:**

Upon arrival at Fields Store Elementary, science is everywhere. From habitats and gardens outside, to interactive activities posted on walls in the halls, and the baby turtles in their aquarium habitat, students and school visitors are immersed in science. Fields Store Elementary is a leader in science curriculum for Waller ISD and welcomes visitors from other districts. Our science teachers believe their students learn by doing, asking questions, and looking for answers. Many of these teachers have completed a year-long professional development program through Rice University, including over 100 hours of professional development in science. The program provides science enrichment to teachers by focusing on science concepts, research-based inquiry teaching strategies, teacher leadership, and new developments in science and technology.

The science program focuses on inquiry-based, hands-on activities that challenge students to wonder, think critically and become responsible for their own learning. The students often work collaboratively in small groups to complete lab activities related to the Texas Essential Knowledge and Skills. The curriculum is aligned vertically as well as horizontally and follows the 5-E instructional model, engaging students in hands-on activities for the majority of instructional time with the teacher serving as a facilitator. Science is also interdisciplinary as students use math, reading, writing, technology, engineering, art, and music to complete investigations and activities.

Inquiry-based, hands-on instructional practices can be seen in fourth grade science. During the life science portion of the curriculum, students observe the development of a chicken from the egg to the chick. Students bring fertile eggs into the classroom, utilize incubators, and journal daily regarding observations and data collection. A few weeks into the incubation period, students candle the eggs to monitor any development. The hatching process is streamed live throughout the school via television. The entire school observes the hatching process and benefits from science coming to life at Fields Store Elementary.

Our campus has highly trained and qualified teachers who are committed to the excellence of all students. That commitment is evidenced by the countless hours of preparation to provide enriching learning experiences that students will draw from throughout their academic careers.

#### **5. Instructional Methods:**

Fields Store Elementary strives to make each classroom a 21st century classroom. Teachers design instruction to meet the needs of student groups utilizing a variety of curriculum programs with a focus on multiple learning modes and technology integration in each lesson. Each K-5 classroom has a mounted all-in-one SMART Board with a laptop and document camera, supporting instruction in all content areas providing engaging and interactive learning opportunities for students.

Fields Store Elementary has a Chromebook cart and an iPad cart. By utilizing these carts, students are provided remedial or enrichment-based practice on individual needs and in the specific content area. English

language learner students access language enriching programs via these devices. In math, a student might practice basic, foundational computation skills while another solves higher-level word problems. In science, students at all levels explore science topics utilizing Stemscoptes through web-based inquiries and additional practices. This type of differentiation helps students at all levels of need, from below level to above level to maximize student growth. SMART Board products are utilized to enhance and remediate instruction for all student levels. It can be used for intervention, practice, and enhancement of current classroom instruction for all students depending on need. In conjunction with another local school, we received a \$100,000 grant that afforded us the opportunity to purchase electronic devices with a data plan for every fifth grader. The use of these devices is core to the instructional planning for that grade level.

Assessment data is used to gear instruction towards students with the greatest need and to accurately address/target those specific student needs as identified and related to TEKS. Students are selected and provided with small group instruction for those skills needing to be addressed. Below-level students may receive in class support, small group instruction, and/or provided adaptive assignments or instructional supports. For above level students, assignments and instruction are geared towards the enhancement of vocabulary, high-level concepts, and experiences within the classroom with tailored directions to meet each student's needs. In this way, Gifted and Talented students needs are met in the classroom, as well as through inclusion in a pull-out program that allows them further exploration and investigation into topics of their choice while being provided instructional guidance.

Our programs can be individualized based on programming by the product design and/or teacher control, further supporting instruction and a student's knowledge and understanding.

## **6. Professional Development:**

Data drives instruction at Fields Store Elementary. Our district identified a need for a new data program finding ourselves limited in number of data points and report options. During the 2012-2013 school year, Waller ISD purchased a new data program (Eduphoria/AWARE) to assist with data disaggregation and address district needs. With the rollout of this new program, initial training oriented our staff, and we continued with campus-based trainings throughout the year. The ability to look at previous state and local assessments truly allowed our teachers to create the individual plans for our students, which lead to high student achievement and school improvement.

To continue the focus on data and instruction, our teachers attended and implemented the Margaret Kilgo Scope and Sequence Workshops, as well as the Data Driven Decisions Workshops. The Kilgo Curriculum Plan focuses on improving student achievement on STAAR and providing equity for all students. The Kilgo Scope & Sequence workshops supported us in developing and implementing a dynamic curriculum plan by providing a data-driven, research-based recommended sequence or pacing for teaching the Texas curriculum standards, and aligning classroom instruction and assessment to the depth and complexity of the Texas standards-based assessment (STAAR) in all four core subject areas. The Data Driven Decisions Workshops helped us align to the new indexes of the Texas Accountability System: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. We could truly say we were making "data-driven decisions" for teaching and assessing the TEKS/SEs. We set priorities and focused our study on the lowest scoring TEKS/SEs. Our campus maintains this focused practice by continuing to send new staff to our campus to Kilgo workshops and update returning staff as changes are made to state standards.

Formative Assessment training was another tool that was added to the toolbox of our teachers. Throughout the school year, professional development half-days are scheduled nearly each six weeks. Formative assessment training was a focus, so at each half day the content coordinators presented on the topic and shared "take away" examples of how to use formative assessment in the classrooms for grades PK - 12. Using formative assessments in the classroom provided explicit feedback to adjust ongoing teaching and improve student's achievement for the intended instructional outcomes. This method of continually evaluating the student's academic needs and development within the classroom is a key to preparing the student and knowing gaps prior to local or state assessments.

## **7. School Leadership**

The leadership philosophy of Fields Store Elementary is to facilitate the growth and development of all stakeholders through collaborative problem solving. Staff and students are encouraged to take risks and explore new ideas. Instructional practices are constantly evolving as a result to meet the needs of students and families, highlight the strengths of staff members, and improve upon identified weaknesses. The driving force in decision making is in a single question; "Is it best for kids?" We have the power to help or hold back students - our goal is to help every student.

The administrative team consisting of principal, assistant principal, counselor, and instructional facilitator collaborate regularly to support all stakeholders. The administrative team meets with team leaders bi-weekly. These team leaders represent each grade level, special populations, and areas of specialized instruction. These meetings drive campus decision-making and facilitate communication throughout the instructional staff. Weekly meetings include the nurse, registrar, secretary, maintenance professional, cafeteria manager, and receptionist in addition to the administrative team. This group meets to ensure a safe and healthy environment, effective communication with families and community, and overall successful functioning of the school.

School administrators work with student leaders each day welcoming students to school during morning announcements. Student Council engages in a variety of activities around the campus. A weekly electronic newsletter highlights events and critical information for staff assisting teachers in preparations for day to day operations. In the current school year, data analysis and teacher input lead to facilitated discussions regarding overall struggles in fourth grade. Campus administrators collaborated with the grade level team to address concerns with the daily schedule. The development of a new instructional schedule directly resulted in an increase in overall student performance on district assessments.

Campus leaders are involved in planning, hosting, or facilitating various events. Family Movie Night, Fifth Grade Math Fair, and Hispanic Heritage Celebration are examples of collaboration with community members and parent organization leaders to promote community, foster relationships, and encourage communication between school and home resulting in advanced academic achievement while promoting the overall growth of students.

The organizational structure of Fields Store Elementary supports an atmosphere where all members of the learning community can focus on the needs of students. The principal and assistant principal skillfully work with all stakeholders concentrating on what is best for the student in all situations.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** State of Texas Assessment for Academic Readiness

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Level II plus % Level III	86	78	97	91	93
% Level III	30	9	51	38	50
Number of students tested	104	80	79	93	119
Percent of total students tested	98	98	99	100	100
Number of students tested with alternative assessment	2	2	1	0	0
% of students tested with alternative assessment	2	2	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II plus % Level III	86	71	95	87	92
% Level III	25	3	52	31	43
Number of students tested	56	38	42	55	60
<b>2. Students receiving Special Education</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level II plus % Level III	81	72	94	80	96
% Level III	15	0	41	30	71
Number of students tested	26	18	17	20	30
<b>4. Hispanic or Latino Students</b>					
% Level II plus % Level III	83	71	96	84	93
% Level III	13	6	54	38	63
Number of students tested	39	31	26	32	41
<b>5. African- American Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>6. Asian Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					

<b>7. American Indian or Alaska Native Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>9. White Students</b>					
% Level II plus % Level III	95	83	100	95	92
% Level III	25	11	49	39	48
Number of students tested	60	47	49	56	79
<b>10. Two or More Races identified Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					

**NOTES:**

\*The State of Texas does not provide data when the number of students in a subgroup is less than 10%.

\*State of Texas Assessments of Academic Readiness (STAAR) results are reported for testing years 2012 and 2013.

\*Texas Assessment of Knowledge and Skills (TAKS) results are reported for testing years 2009-2011.

\*STAAR Level II equates to TAKS met standard, STAAR Level III equates to TAKS Commended Performance.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** State of Texas Assessment for Academic Readiness

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Level II plus % Level III	90	95	100	87	91
% Level III	24	23	58	45	57
Number of students tested	70	74	84	94	97
Percent of total students tested	100	99	98	100	99
Number of students tested with alternative assessment	0	1	2	0	1
% of students tested with alternative assessment	0	1	2	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II plus % Level III	89	91	100	83	89
% Level III	17	22	40	34	55
Number of students tested	35	32	49	53	50
<b>2. Students receiving Special Education</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level II plus % Level III	89	100	100	87	89
% Level III	11	0	64	48	21
Number of students tested	9	13	13	24	19
<b>4. Hispanic or Latino Students</b>					
% Level II plus % Level III	92	88	100	90	92
% Level III	27	23	65	43	38
Number of students tested	26	25	26	31	19
<b>5. African- American Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>6. Asian Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level II plus % Level III					

% Level III					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>9. White Students</b>					
% Level II plus % Level III	90	94	100	85	90
% Level III	24	32	57	93	62
Number of students tested	42	47	54	61	68
<b>10. Two or More Races identified Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					

**NOTES:**

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\*State of Texas Assessments of Academic Readiness (STAAR) results are reported for testing years 2012 and 2013.

\*Texas Assessment of Knowledge and Skills (TAKS) results are reported for testing years 2009-2011.

\*STAAR Level II equates to TAKS met standard, STAAR Level III equates to TAKS Commended Performance.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** State of Texas Assessment for Academic Readiness

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Level II % Level III	99	89	94	96	
% Level III	23	20	65	49	
Number of students tested	71	85	93	90	
Percent of total students tested	99	98	99	99	
Number of students tested with alternative assessment	1	2	1	1	
% of students tested with alternative assessment	1	2	1	1	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II % Level III	100	91	93	93	
% Level III	19	14	56	46	
Number of students tested	32	44	57	46	
<b>2. Students receiving Special Education</b>					
% Level II % Level III					
% Level III					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level II % Level III	100	100	95	94	
% Level III	15	9	62	13	
Number of students tested	14	11	21	16	
<b>4. Hispanic or Latino Students</b>					
% Level II % Level III	100	86	96	96	
% Level III	23	19	54	39	
Number of students tested	26	27	28	28	
<b>5. African- American Students</b>					
% Level II % Level III					
% Level III					
Number of students tested					
<b>6. Asian Students</b>					
% Level II % Level III					
% Level III					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level II % Level III					

% Level III					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II % Level III					
% Level III					
Number of students tested					
<b>9. White Students</b>					
% Level II % Level III	98	87	92	95	
% Level III	25	23	68	53	
Number of students tested	40	52	28	28	
<b>10. Two or More Races identified Students</b>					
% Level II % Level III					
% Level III					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II % Level III					
% Level III					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II % Level III					
% Level III					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II % Level III					
% Level III					
Number of students tested					

**NOTES:**

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\*State of Texas Assessments of Academic Readiness (STAAR) results are reported for testing years 2012 and 2013.

\*Texas Assessment of Knowledge and Skills (TAKS) results are reported for testing years 2009-2011.

\*STAAR Level II equates to TAKS met standard, STAAR Level III equates to TAKS Commended Performance.

\*2008-2009 data unavailable, district realignment returned fifth grade to elementary campuses for the 2009-2010 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** State of Texas Assessment for Academic Readiness

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Level II plus % Level III	90	88	94	90	95
% Level III	19	18	43	47	46
Number of students tested	105	80	79	93	130
Percent of total students tested	98	98	99	100	100
Number of students tested with alternative assessment	2	2	1	0	0
% of students tested with alternative assessment	2	2	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II plus % Level III	86	87	90	91	97
% Level III	14	10	36	40	30
Number of students tested	56	39	42	55	75
<b>2. Students receiving Special Education</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level II plus % Level III	85	84	88	80	97
% Level III	4	5	47	35	21
Number of students tested	27	19	17	20	40
<b>4. Hispanic or Latino Students</b>					
% Level II plus % Level III	83	91	92	84	97
% Level III	13	13	50	44	20
Number of students tested	39	31	26	32	41
<b>5. African- American Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>6. Asian Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level II plus % Level III					

% Level III					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>9. White Students</b>					
% Level II plus % Level III	95	88	96	93	94
% Level III	25	18	41	54	55
Number of students tested	60	47	49	56	79
<b>10. Two or More Races identified Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					

**NOTES:**

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\*Texas Assessment of Knowledge and Skills (TAKS) results are reported for testing years 2009-2011.

\*STAAR Level II equates to TAKS met standard, STAAR Level III equates to TAKS Commended Performance.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** State of Texas Assessment for Academic Readiness

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Level II plus % Level III	94	92	96	85	92
% Level III	36	29	46	24	35
Number of students tested	10	75	85	93	96
Percent of total students tested	100	99	99	100	99
Number of students tested with alternative assessment	0	1	1	0	1
% of students tested with alternative assessment	0	1	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II plus % Level III	91	94	100	81	83
% Level III	23	13	40	12	33
Number of students tested	35	32	50	52	46
<b>2. Students receiving Special Education</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level II plus % Level III	78	86	92	77	77
% Level III	0	0	46	5	8
Number of students tested	9	14	13	22	19
<b>4. Hispanic or Latino Students</b>					
% Level II plus % Level III	92	88	96	79	80
% Level III	19	23	52	3	30
Number of students tested	26	26	27	29	26
<b>5. African- American Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>6. Asian Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level II plus % Level III					

% Level III					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>9. White Students</b>					
% Level II plus % Level III	98	94	96	87	94
% Level III	48	32	46	31	36
Number of students tested	42	47	54	61	67
<b>10. Two or More Races identified Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** State of Texas Assessment for Academic Readiness

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Level II plus % Level III	99	88	90	92	
% Level III	25	20	41	31	
Number of students tested	72	85	92	90	
Percent of total students tested	99	98	99	99	
Number of students tested with alternative assessment	1	2	1	1	
% of students tested with alternative assessment	1	2	1	1	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II plus % Level III	100	82	86	87	
% Level III	22	16	27	24	
Number of students tested	32	44	56	46	
<b>2. Students receiving Special Education</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level II plus % Level III	93	100	85	75	
% Level III	7	18	20	0	
Number of students tested	14	44	20	16	
<b>4. Hispanic or Latino Students</b>					
% Level II plus % Level III	96	96	85	86	
% Level III	22	26	22	21	
Number of students tested	27	27	27	28	
<b>5. African- American Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>6. Asian Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level II plus % Level III					

% Level III					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>9. White Students</b>					
% Level II plus % Level III	100	87	93	95	
% Level III	28	17	47	36	
Number of students tested	40	52	60	59	
<b>10. Two or More Races identified Students</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II plus % Level III					
% Level III					
Number of students tested					

**NOTES:**

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\*2008-2009 data unavailable, district realignment returned fifth grade to elementary campuses for the 2009-2010 school year.